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ABSTRACT

A project was developed for the seventh- and eighth-grade student population to make available a computer-based program that provides specific prerequisite course data as well as electives to careers chosen by the students. The original areas of interest were defined by the student through use of a survey instrument and the initial course assignments made by the school's guidance department. One hundred careers were matched to specific listings of courses and electives. Through his/her program the individual student was allowed three career choices. The computer printed the required courses for that area and listed available electives. A schedule for the first year of operation was designed that proposed scheduling students through English classes (a required course for all students) and others on a "drop by" basis to use the computer. (Illustrations include the career interest survey instrument, user's guide to the computer program, and sample career profiles that are printouts of courses for three chosen careers.) (YLB)

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FINAL REPORT

Improving Vocational Guidance and Counseling: A Comprehensive Course Plan for Vocational Preparation

VA- 86- 1- II3- GC- 001

Vocational Guidance and Counseling Project

Mary J. Sherman

Manassas Park Intermediate School

Manassas Park, Virginia

CE045270

U.S. DEPARTMENT OF EDUCATION
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IMPROVING VOCATIONAL GUIDANCE AND COUNSELING
August 1, 1985 to August 1, 1986

The objectives of this project were to provide to the entire seventh and eighth grade student population, a computer-based program that would provide specific pre-requisite course data as well as electives to careers chosen by the students. The original areas of interest were to be defined by the student through the use of a survey instrument and the initial course assignments made by the school's guidance department.

The procedure was directed toward not only gaining the required data, but to keep the results within a framework of relevance to the student user. The careers specified by the students were reviewed and due to limitations of the computer software only the more "popular" careers were used. Even with this restriction one hundred careers were used. The careers were then matched to specific listings of courses and electives in a joint effort by the guidance department and the consultant, hired to write the program. Through his program the individual student would be allowed three career choices. The computer would then print the required courses for that area, as well as, list available electives. To place the program into full operation will take approximately one school year. It is expected that in this year, the students will be scheduled through English classes (all students are required to take English) and others on a "drop-by" basis to use the computer. The area of highest priority will be grade eight since these students will be quickly leaving the intermediate program. The seventh grade will also be involved in this first year, but only after the eighth grade has completed its work. It is expected that once students are aware of the program's existence this scheduling will not have to be so highly organized.

In evaluating the results, we first address the fact that no program of this type existed and through this effort, we are able to provide both parent and student with material essential to high school/career planning. By testing the system with a control group this spring, we have seen students not only excited about the functional use of the computer, but excited about the future as well. Many for the first time are able to see beyond high school into their future lives. The proper production of the computer program has taken much longer than originally expected. In fact, our biggest problem area has been time. Scheduling students to use the machine, ironing our problem areas, and the necessary revisions have not given us all the "hands-on" time we had hoped for this year. However, plans now exist to begin a full scale use of this program in the next school year and problems are expected to be at a minimum. Overall, the program has addressed our area of need in the guidance department and has done so with limited cost and great effectiveness.

This vocational guidance program has been successful and has met and exceeded our expectations. The program's base in student's areas of interest, use of relevant school course data, provision for active student participation, allowance made for counselor inter-action with the student in the area of career choice, adaptability of the computer program to revision, and the general enthusiasm for the operation from students and staff join to make this a more effective and valuable instrument.

IMPROVING VOCATIONAL GUIDANCE AND COUNSELING

In the basic formulation of the direction this project was to take, consideration was given to not only the needs of the community, but the past record of achievement/ advancement after high school. It was noted that the college-bound population had been rather small and most students elected work immediately after high school. It was felt that earlier planning of careers and the discussion of career options might lead to an overall change in past trends. Through earlier notice (at the intermediate level), students may determine a need for college or specific training in advance of the actual career decision. The intermediate level was chosen for this "early notice" career program since the students at this age have an idea of a future career, have the maturity to face these choices realistically, and are at a point in their education when alterations can still be made. Although these were concerns and factors of the project, the results from this area will at best, be several years away. While calling to note the existence of the Virginia View and other career information, it was felt the automation of this data, with a careful concern for students and community needs, was essential to its success.

The goal of the project was to provide each intermediate student with a print-out of prerequisite courses and electives leading toa particular career or proper preparation for post-high school study.. Again, in response to community needs, careers were evaluated as to the local availability and practicality within this area. To determine the careers to be listed, the eighth grade students were surveyed in their English classes to list the career field they felt held special interest for them. (See Illustration 1). After a review of suggestions, some were dropped, as suggested earlier, due to lack of serious intent and/or limited software space. For example, stripper, super hero, and others, for obvious reasons were excluded. From this list, the guidance department from both high and intermediate schools, coordinated these to determine the course work needed to best achieve the specific career goal.

Illustration I/ Part I

Name_____ Home Room_____

Manassas Park Intermediate School is doing a career survey to better help you plan your future scheduling. We recognize that interests and needs can change . However, we would like you to select three careers that you are interested in at this time. If you are interested in careers that are not listed, please write them in the blank spaces below.

We ask that you circle the three careers that you are most interested in. Return this survey to your homeroom teacher. Don't forget to put you name on it.

Career Interests Not Listed

_____ _____ _____

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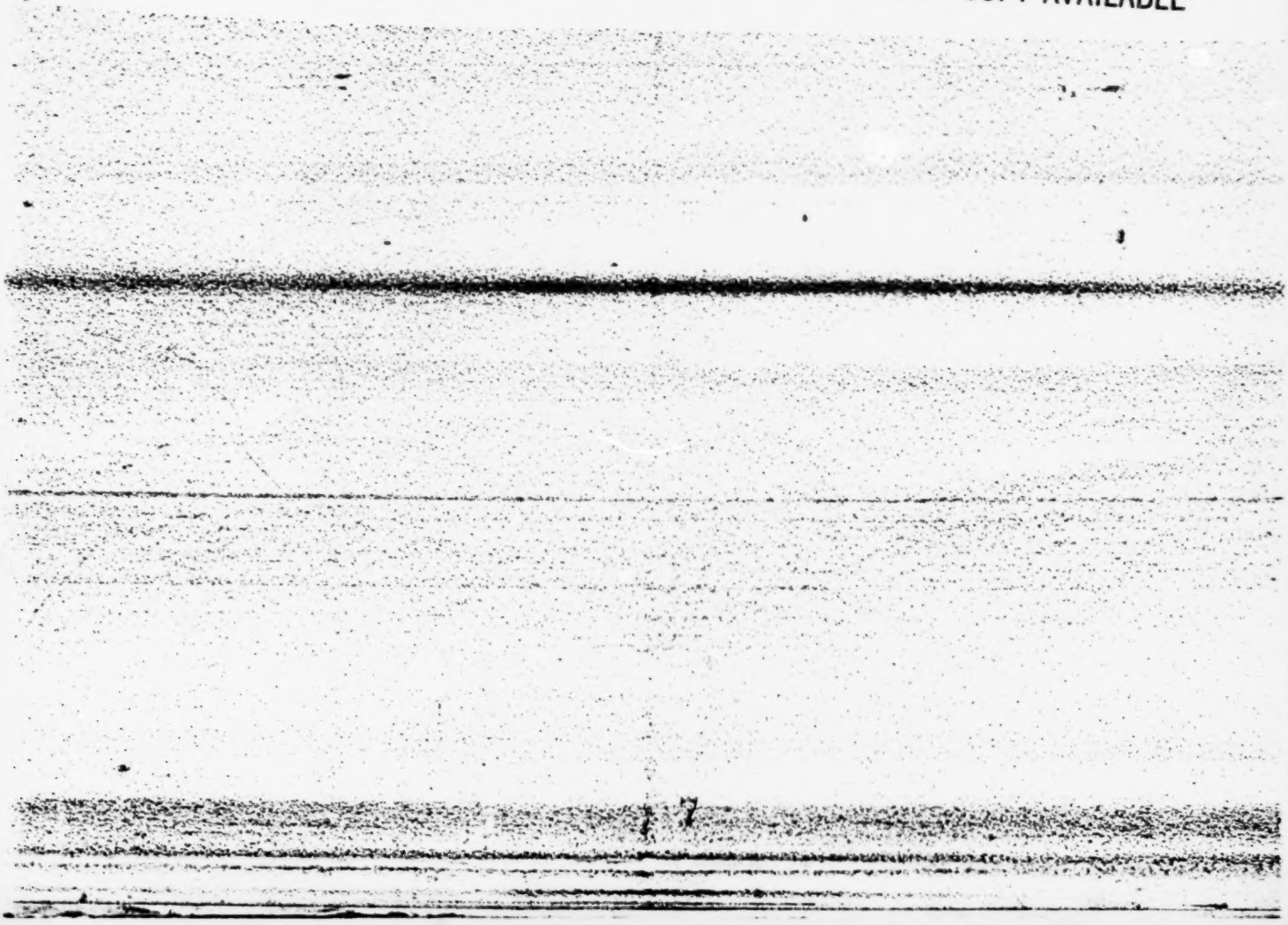

JOB TITLE
ACCOUNTANT
ADVERTISING WORKER
AIRPLANE MECHANIC
AIR TRAFFIC CONTROLLER
APPLIANCE REPAIRER
ARCHITECT
ASSEMBLER
AUTO BODY REPAIRER
AUTO MECHANIC
AUTO PARTS WORKER
AUTO SALESWORKER
BANK CLERK/TELLER
BANK OFFICER
BARBER/HAIRSTYLIST
BOOKKEEPER
BROADCAST TECHNICIAN
BUILDING CUSTODIAN
BUSINESS MACHINE REPAIRER
CARPENTER
CASHIER
CLERGY
COLLEGE/UNIVERSITY TEACHER
COMMERCIAL ARTIST
COMPUTER OPERATOR
COOK/CHEF
COSMETOLOGIST
COUNSELOR
DENTAL ASSISTANT
DENTAL HYGIENIST
DENTAL LAB TECHNICIAN
DENTIST
DIETICIAN
DRAFTER
ELECTRICIAN
ELEMENTARY TEACHER
ENGINEER
ENGINEERING TECHNICIAN
ENVIRONMENTAL SCIENTIST
FARM/RANCH WORKER
FIREFIGHTER

JOB TITLE
FLIGHT ATTENDANT
FORESTER
FORESTRY TECHNICIAN
HEALTH/REGULATORY INSPECTOR
HEALTH SERVICES ADMINISTRATOR
HEATING/AIR/REFRIG. MECHANIC
HOME ECONOMIST
HOTEL CLERK
HOTEL MANAGER
INDUSTRIAL MACHINERY REPAIRER
INSTRUMENT REPAIRER
INSURANCE AGENT
INTERIOR DESIGNER
IRONWORKER
LAWYER
LIBRARIAN
LIBRARY TECHNICIAN
LIFE SCIENTIST
LITHOGRAPHIC WORKER
LUMBER WORKER
MACHINIST
MAIL CARRIER
MANUFACTURER'S SALESWORKER
MARKETING RESEARCH WORKER
MATHEMATICIAN/STATISTICIAN
MEATCUTTER
MEDICAL TECHNICIAN (EMT)
MEDICAL LAB WORKER
NEWSPAPER REPORTER
NURSE, LICENSED PRACTICAL
NURSE, RN
NURSING AIDE/ATTENDANT
OCCUPATIONAL THERAPIST
OFFICE MACHINE OPERATOR
OPERATING ENGINEER
OPTOMETRIST
PAINTER
PERFORMING ARTIST
PERSONNEL/LABOR REL. WORKER
PHARMACIST

JOB TITLE
PHOTOGRAPHER
PHYSICAL SCIENTIST
PHYSICAL THERAPIST
PHYSICIAN
PILOT (Airplane)
PLUMBER/PIPEFITTER
POLICE OFFICER
POSTAL CLERK
PROBATION/PAROLE OFFICER
PROGRAMMER
PSYCHOLOGIST
PUBLIC RELATIONS WORKER
PURCHASING AGENT
RADIOLOGIC TECHNICIAN
REAL ESTATE SALESWORKER
RECEPTIONIST
RECREATION WORKER
RESPIRATORY THERAPY WORKER
RETAIL SALESWORKER
SECONDARY TEACHER
SECRETARY/STENOGRAPHER
SECURITIES SALESWORKER
SERVICE STATION ATTENDANT
SHIPPING/RECEIVING CLERK
SOCIAL SCIENTIST
SOCIAL WORKER
SPEECH PATHOLOGIST/AUDIOLOGIST
SURVEYOR
SYSTEMS ANALYST
TECHNICAL WRITER
TELEPHONE CRAFTS WORKER
TELEPHONE OPERATOR
TRUCK/BUS DRIVER
TV/RADIO SERVICE TECHNICIAN
TYPIST
URBAN PLANNER
VETERINARIAN
WAITER/WAITRESS
WELDER
WHOLESALE SALESWORKER

C.

Although very time consuming, this was to become the core of our project. To produce a computer program that would utilize this data and produce a printout in such a way as to benefit the student, a professional computer programmer, a consultant, was involved. In his work, the careers and the required course work/electives had to be refined to produce a useable product. It was determined through joint discussions that the student user would be involved in several operations. The progression of activity would flow as follows:

(1) Activate machine

(2) Enter student name

(3) Make career choice (limited to three choices on each visit from the careers shown on the screen)

(4) Receive print-out listing required courses for each year, by career and electives

(5) De-activate machine

This activity would meet the requirements of gathering data for each career as well as, refine skills with the computer. The initial training for how to use the computer is supplied by the computer/language art program required of all seventh grade students. In the 1986-87 school year, this computer course will be taught to the intermediate students by the high school computer faculty and by her best students, serving as teaching assistants. At this point, it should be mentioned that time became a factor in the program in that although the program was completed on time to allow for a testing/control group, there was not time to involve all students. This unfortunately, will be carried over to the 1986-87 school year.

In providing the student with the required courses and the electives, care has been taken to show the student all available options. (See Illustration 2). Although electives and courses do change year-to-year, the computer program has been designed in such a way as to provide for easy adjustments. In addition, as time passes, certain careers may fall out of fashion or a greater need may arise. If so, new careers may

Illustration II

User's Guide to the Computer Program

1. Visit to Guidance Office to check machine availabliity

2. Enter name of student and up to three (3) career choices from those offered on the computer screen

3. Print-out is provided, listing career, required courses at each grade level, and all electives

4. Follow-up conference with the Guidance Department staff to discuss the careers in general and requirements specific to a particular career, as well as, the student's overall success potential in the chosen field

5. Availability exists to initiate new career choices at any time by the interested student

also be added. Throughout the formulation of this career model, the student's interests and needs, ease of use of the program, and flexibility of the program all contributed to its success. (See illustration 3)

In evaluating the project, reference will be made to the original grant request objectives and a brief summary as to how the results were achieved.

Part IV Part C: Evaluation Procedure:

1. "...random sample of twenty (20) student schedule print-outs and hand scheduling the data will verify the accuracy of the computer package product."

   Response: Of the twenty (20) students from the test group, all schedules did, in fact, show adaptability with the present 1986-1987 master schedule. Recent shifts in the school's budget and staffing have had an effect on electives, but overall, the system does work.

2. "...high school computer instructor...(will provide) a test designed to measure knowledge obtained by participating computer students..."

   Response: Time constraints have forced us to move this element to the 1986-1987 school year. It is planned that through the computer/ language arts program (taught in part by the high school computer teacher and student assistants) all students will be taught the operation of the program and adjustments made as needed. In any case, all high school student-teaching assistants will be tested in the up-coming school year.

3. "...(the principal will) verify all intermediate school students will be provided a printed sheet...(indicating) various career choices..."

   Response: The control/ test group of our twenty (20) students met this goal in the time frame specified earlier. Through the English classes, in the 1986-1987 school year, all students, both seventh and eighth grade, will participate.

In a final evaluation of this project, one cannot escape the fact that the idea, plans for implementation, data collection, and program design were sound. The problems in designing the program and involving a large number of students caused more and more problems as we neared year's end. Had the project run through the

CAREER PROFILE

JOHN DOE

For the three careers you have chosen, the following courses are required for all three:

9TH GRADE	10TH GRADE
ENGLISH 9	ENGLISH 10
P.E. 9	P.E. 10
INTRO. TO BUSINESS	WORLD STUDIES
11TH GRADE	**12TH GRADE**
ENGLISH 11	ENGLISH 12
U.S./VA HISTORY	

The following courses are required for each specific career:

To become a ACCOUNTANT, you should take:

9TH GRADE	10TH GRADE
ALGEBRA 1	CONSUMER MATH
EARTH SCIENCE	BIOLOGY
TYPING	BUSINESS COMPUTER
11TH GRADE	**12TH GRADE**
SCIENCE	ELECTIVE
ACCOUNTING	ELECTIVE
ICT 1	ICT 2
ICT 1	U.S./VA GOVERMENT
	ICT 2

To become a BANK OFFICER, you should take:

9TH GRADE	10TH GRADE
ALGEBRA 1	CONSUMER MATH
EARTH SCIENCE	BIOLOGY
TYPING	BUSINESS COMPUTER
11TH GRADE	**12TH GRADE**
SCIENCE	ELECTIVE
ACCOUNTING	ELECTIVE
ICT 1	ICT 2
ICT 1	U.S./VA GOVERMENT
	ICT 2

To become a CARPENTER, you should take:

9TH GRADE	10TH GRADE
MATH	MATH
SCIENCE	BUILDING TRADES I
ELECTIVE	BUILDING TRADES I
11TH GRADE	**12TH GRADE**
MATH	U.S./VA GOVERNMENT
MATH	BUILDING TRADES III
BUILDING TRADES II	BUILDING TRADES III
BUILDING TRADES II	BUILDING TRADES III
	ACCOUNTING

---------- ELECTIVES ----------

ADVANCED ENGLISH & COMP, JOURNALISM, SPEECH AND DRAMA, WORLD GEOGRAPHY, WORLD STUDIES, CURRENT AFFAIRS, GENERAL MATH 1-2, CONSUMER MATH, ALGEBRA 1-PART 1, ALGEBRA 1-PART 2, ALGEBRA 1-2, GEOMETRY, TRIG AND FUNCTIONS, TYPING, INTRO. TO BUSINESS, ACCOUNTING, OFFICE TECH., BUSINESS COMPUTER APPLICATIONS, BUSINESS DATA PROCESSING, WORD PROCESSING, CONSUMER HOMEMAKING 1, CONSUMER HOMEMAKING 2, FAMILY LIVING, MANUFACTURING, FOUNDATIONS OF ART, ADVANCED ART, CONCERT CHOIR, CONCERT BAND, MARCHING BAND, EARTH SCIENCE, BIOLOGY 1-2, CHEMISTRY, PHYSICS, CONSUMER CHEMISTRY, FRENCH 1-2-3, SPANISH 1-2-3-4, LATIN 1-2-3, ICT 1-2, FUNDAMENTALS OF MARKETING, MARKETING/CO-OP, ADVANCED MARKETING, FASHION MERCHANDISING, AUTOBODY REPAIR, AUTOMECHANICS 1-2-3, FOOD SERVICE 1, FOOD SERVICE 2,COSMETOLOGY 1-2-3,

CAREER PROFILE

JANE DOE

For the three careers you have chosen, the following courses are required for all three:

9TH GRADE	10TH GRADE
ENGLISH 9	ENGLISH 10
P.E. 9	P.E. 10
INTRO. TO BUSINESS	WORLD STUDIES
11TH GRADE	**12TH GRADE**
ENGLISH 11	ENGLISH 12
U.S./VA HISTORY	

The following courses are required for each specific career:

To become a ACTRESS, you should take:

9TH GRADE	10TH GRADE
MATH	MATH
SCIENCE	SCIENCE
ART I	ART II
INTRO. TO BUSINESS	
11TH GRADE	**12TH GRADE**
MATH	U.S./VA GOVERNMENT
ART III	ART IV
FASHION MERCHANDISING	LIFE MANAGEMENT SKILLS II
LIFE MANAGEMENT SKILLS I	MARKETING

To become a AIRLINE STEWARDESS, you should take:

9TH GRADE	10TH GRADE
MATH	MATH
EARTH SCIENCE	SCIENCE
INTRO. TO BUSINESS	FUNDAMENTALS OF MARKETING
TYPING	
11TH GRADE	**12TH GRADE**
CONSUMER MATH	U.S./VA HISTORY
MARKETING	BUSINESS COMPUTER
FASHION MERCHANDISING	ADVANCED MARKETING
FASHION MERCHANDISING	ADVANCED MARKETING

To become a LAWYER, you should take:

9TH GRADE	10TH GRADE
ALGEBRA 1	GEOMETRY
EARTH SCIENCE	BIOLOGY
FOREIGN LANGUAGE	FOREIGN LANGUAGE
ELECTIVE	
11TH GRADE	**12TH GRADE**
ALGEBRA 2	TRIGONOMETRY
CHEMISTRY	PHYSICS
FOREIGN LANGUAGE	FOREIGN LANGUAGE
ELECTIVE	U.S./VA GOVERMENT

---------- ELECTIVES ----------

ADVANCED ENGLISH & COMP, JOURNALISM, SPEECH AND DRAMA, WORLD GEOGRAPHY, WORLD STUDIES, CURRENT AFFAIRS, GENERAL MATH 1-2, CONSUMER MATH, ALGEBRA 1-PART 1, ALGEBRA 1-PART 2, ALGEBRA 1-2, GEOMETRY, TRIG AND FUNCTIONS, TYPING, INTRO. TO BUSINESS, ACCOUNTING, OFFICE TECH., BUSINESS COMPUTER APPLICATIONS, BUSINESS DATA PROCESSING, WORD PROCESSING, CONSUMER HOMEMAKING 1, CONSUMER HOMEMAKING 2, FAMILY LIVING, MANUFACTURING, FOUNDATIONS OF ART, ADVANCED ART, CONCERT CHOIR, CONCERT BAND, MARCHING BAND, EARTH SCIENCE, BIOLOGY 1-2, CHEMISTRY, PHYSICS, CONSUMER CHEMISTRY, FRENCH 1-2-3, SPANISH 1-2-3-4, LATIN 1-2-3, ICT 1-2, FUNDAMENTALS OF MARKETING, MARKETING/CO-OP, ADVANCED MARKETING, FASHION MERCHANDISING, AUTOBODY REPAIR, AUTOMECHANICS 1-2-3, FOOD SERVICE 1, FOOD SERVICE 2,COSMETOLOGY 1-2-3,

(an additional sixty days) all areas of the project as previously designed and reaching all students directly, would be served with no pressure. Still, the project has been a success and met our needs in a previously unexplored area beautifully. The adaptability of this program to other school and community settings can well make ours a trend setter in the field of vocational preparation. From our experience, this program does meet a real need of students and the material produced here is ready to be shared with our colleagues in guidance.

EQUIPMENT INVENTORY - FINAL

Apple IIe Computer		1
Apple IIe Color Monitor		1
Image Writer II (Apple)		1
Duo Disk (Apple)		1
Power Surge Protector (EPD, Inc.)		1
Disks (Maxell)	Programmed	4
Disks (Maxell)	Additional Supplies	50
Printer Supplies (Paper, Ribbons)		Assorted

BUDGET SUMMARY

	Budget Request from State	Expenditures to Date	Local Contribution
I. Contractual Services			
Consultant	$400.00	$580.00	$000.00
programming	$200.00	20.00	$000.00
travel			
Subtotal	$600.00	$600.00	$000.00
II. Equipment & Supplies			
computer,printer, moniter	$2640.00	$2195.00	$000.00
materials, supplies	$600.00	$589.75	$000.00
Subtotal	$3240.00	$2784.75	$000.00
III. Travel			
Fredricksburg conference :		$ 29.52	$000.00
Charlottesville conference:mileage, room & board (4 persons)	$300.00	$270.48	$000.00
Subtotal	$300.00	$300.00	$000.00
IV. Other Related Expenses	$000.00	$000.00	$000.00
Subtotal	$000.00	$000.00	$000.00
TOTAL	$4,140.00	$3,684.75	$000.00